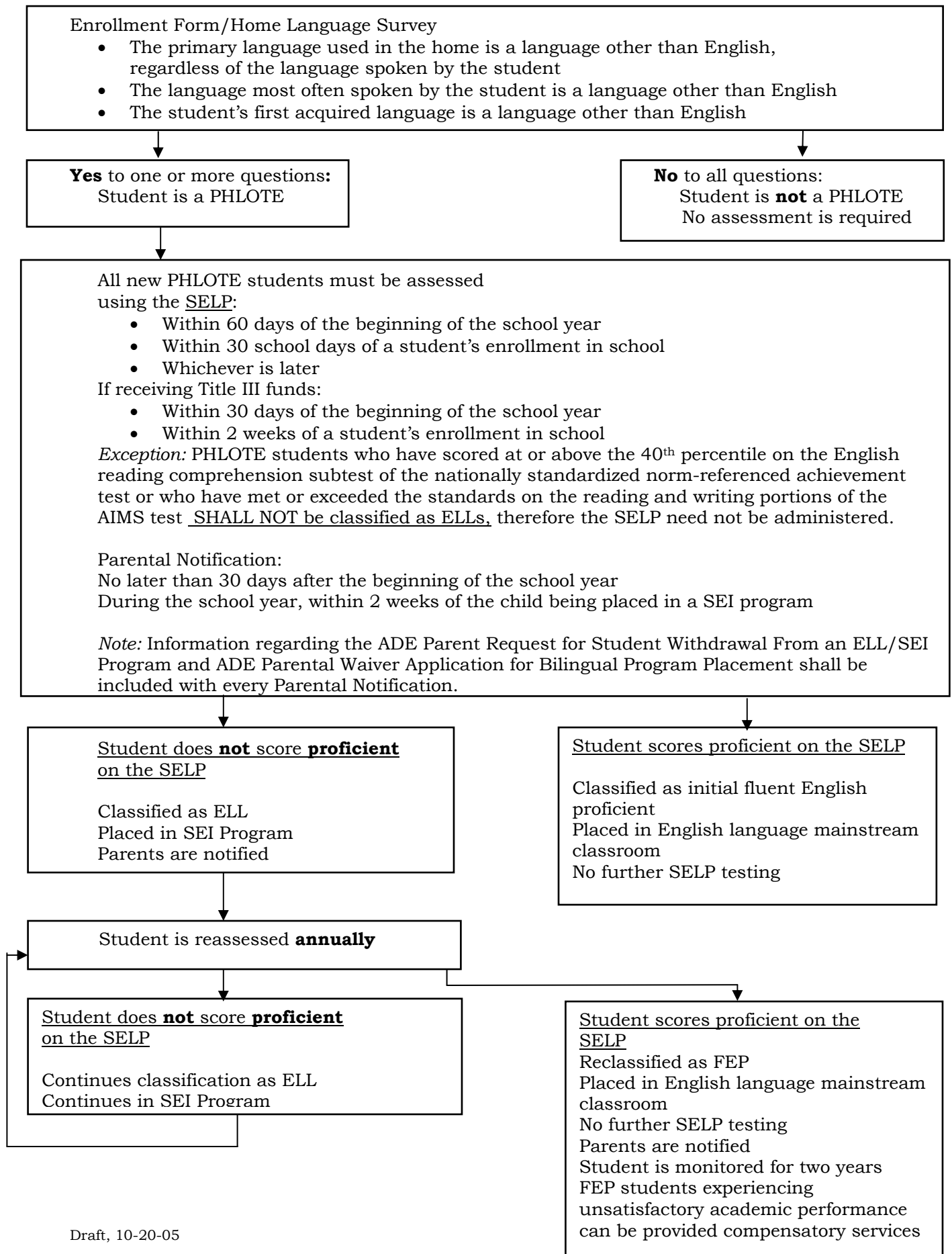


## The Arizona SEI Program



## **Structured English Immersion (SEI) Program Models**

If the student tests below the Proficient Level on the Stanford English Language Proficiency (SELP) state assessment, the students are then placed in the SEI program, not normally intended to exceed one year. The SELP Assessment must be administered in order to place a student in any SEI Program. Based on the number of students who are intermediate level and below, the classroom designation could be created by grade level or proficiency level, which ever is best for the school.

After completing one year of SEI, students should be placed in a mainstream classroom, unless they are in need of another year of SEI. A student is eligible for another year of SEI if they score below the proficient level on the SELP. If a student is placed in SEI/Structured Year Two, they should be placed with students of the same proficiency level. By year three they should be placed in the mainstream classroom.

Good SEI programs provide as many opportunities as possible for students to use English in the classroom, either with peers or with the teacher. Teachers should structure classroom activities in a way that promotes continuous, active use of English. ELL Proficiency Standards guide the SEI classroom instruction to provide ample opportunities for students to use English.

### **I. SEI Program Model for K through 6 Grade Classrooms**

#### **A. Entry Criteria:**

Students must be properly identified, using enrollment ELL questions and a Home Language Survey in order to be designated a student with Primary Home Language other than English (PHLOTE). The SELP assessment completion timeline:

##### **Board Rule R7-2-306**

- *60 days for beginning of the year students*
- *30 days for transfer students*

##### **IF receiving Title III funds:**

- *30 days for beginning of the year students*
- *2 weeks for transfer students*

**English** answered on all questions: Student is not considered a PHLOTE and requires no ELL assessments.

**Language Other Than English** answered on one or more questions:

- Student is referred to school ELL coordinator and/or administrator for testing
- Student is assessed with the SELP state assessment
- Parents are notified within 30 days of assessment results
- Student is placed in an ELL program (if assessment results indicate a need)

Students must score pre-emergent, emergent, basic, or intermediate composite score on the SELP state assessment in order to be placed in a SEI classroom. There are many ways to determine the class composition for the first year of an SEI program.

- If a school has a large population of monolingual ELLs at one grade level, it is possible to create one grade level of ELLs. This first year class would consist of students who scored pre-emergent or emergent on the SELP.
- If a school does not have a large population of monolingual ELLs at one grade level, then it is possible to combine one or more grade levels. This first year class would consist of students who scored pre-emergent or emergent on the SELP. The grade span should not be too large, so older students do not feel alienated from their peers.
- Class size should not exceed 15 students to one teacher and may include one paraprofessional.
- Another class would consist of children who scored basic or intermediate on the SELP. The same guidelines as stated above would apply.
- The ELL Proficiency Standards would be used to guide instruction; thus establishing a sound foundation for students to achieve immediate and long-term success in their academic careers.

**B. Exit Criteria:** Students must have a composite performance level of proficient on the SELP state assessment to indicate they are now ready to exit ELL status.

- This level allows the student to begin in a mainstream classroom at the Level III of the Proficiency Standards which provide the classroom teacher benchmarks to focus instruction.
- Once a child has scored proficient on the initial SELP state assessment or has completed the first year of instruction, they will be placed in a mainstream classroom.

ARS 15-752 - SEI is “not normally intended to exceed one year.”

The students should be in an SEI classroom for one year only as they will receive intensive instruction in English Language Development (ELD) and all content areas.

**C. Next Phase (if needed):** Due to very special circumstances not to be considered part of the usual program model, a small and select group of students needing additional assistance could be placed in SEI/Structured Year Two.

- This would be a class in the same grade level or proficiency level; the teacher would use instructional research-based methodology in SEI with a required SEI endorsement.
- Class size should not exceed 20 students to one teacher and may include one paraprofessional.

- In addition, the ELL Proficiency Standards would be used to guide instruction; thus establishing a sound foundation for students to achieve immediate and long-term success in their academic careers.
- Continued ELD will be used based on proficiency level.
- ELL Proficiency Standards will be the main vehicle for teaching English; these are aligned and linked to the Arizona Academic standards.
- Based upon the need of students in Structured Year Two, the class would be grouped by proficiency level and not grade level. An entire grade or grade span that was instructed with SEI from the previous year would not be in need of Structured Year Two.

**D. Mainstream Classroom:** English is emphasized all day long.

- Students that are continuing ELL year two or year three.
- Teacher will use the Arizona Academic standards, although modified, and also continue to use instructional research-based methodology in SEI with a required SEI endorsement. ELL students that have been reclassified and are considered proficient will be monitored for two years.

**Important point to remember:**

Immersion teaching does not claim to provide students with all the English language skills they will ever need. Instead, after exiting an immersion program, students should be able to enter classrooms, understand instruction, and interact on an equal academic level where English is the language of instruction for grade-appropriate subject matter.

The use of Structured English Immersion (SEI) strategies gives teachers a useful tool for making rigorous curriculum meaningful to students who may be lacking in knowledge of the English language which would hinder academic progress. In addition, native English speakers are also exposed to Standard English spoken in school and to the ways questions are asked. Adaptation of language and the use of supportive strategies are especially vital when children are asked to learn a language unfamiliar to them.

Using a learner-centered approach to teaching provides ELL students, as well as native English speakers, with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and ELL students acquire English. The strategies promoted are good teaching strategies for all students. This is critical; teachers do not have time to prepare separate lessons and/or work regularly with students on an individual basis. Students continue to develop their English proficiency as they learn new subjects. Immersion, with instructional SEI strategies responds to the needs of all learners, while establishing a base to further develop skills and knowledge.

## **II. SEI Program Model - Middle School**

If the student tests below the Proficient Level on the Stanford English Language Proficiency (SELP) state assessment, the students are then placed in the SEI program, not normally intended to exceed one year. The SELP Assessment must be administered in order to place student in any SEI Program. Students would be offered 3-4 hours of SEI instruction and would be mainstreamed for 2-3 hours into other classes, such as math and electives, which could include P.E., Art, Music, etc. Based on the number of students that are intermediate level and below, the classroom designation could be created by grade level or proficiency level, which ever is best for the school.

The Middle School Model would follow the same criteria as the K-6 model for implementation, using the ELL Proficiency Standards to provide a comprehensive range and sequence of skills required for English language development.

After completing one year of SEI, students should be placed in a mainstream classroom, unless they are in need of another year of SEI. A student is eligible for another year of SEI if they score below the proficient level on the SELP. If a student is placed in SEI/Structured Year Two, they should be placed with students of the same proficiency level. By year three they should be placed in the mainstream classroom.

Good SEI programs provide as many opportunities as possible for students to use English in the classroom, either with peers or with the teacher. Teachers should structure classroom activities in a way that promotes continuous, active use of English. ELL Proficiency Standards guide the SEI classroom instruction to provide ample opportunities for students to use English.

### **A. Entry Criteria:**

Students must be properly identified, using enrollment ELL questions and a Home Language Survey in order to be designated a student with Primary Home Language other than English (PHLOTE). The SELP assessment completion timeline:

#### **Board Rule R7-2-306**

- *60 days for beginning of the year students*
- *30 days for transfer students*

#### **IF receiving Title III funds:**

- *30 days for beginning of the year students*
- *2 weeks for transfer students*

**English** answered on all questions: Student is not considered PHLOTE and requires no ELL assessment.

**Language Other Than English** answered on one or more questions:

- Student is referred to school ELL coordinator and/or administrator for testing

- Student is assessed with the SELP state assessment
- Parents are notified within 30 days of assessment results
- Student is placed in an ELL program (if assessment results indicate a need)

Students must score pre-emergent, emergent, basic, or intermediate composite score on the SELP state assessment in order to be placed in a SEI classroom. There are many ways to determine the class composition for the first year of an SEI program. Daily instruction should include ELD along with other content areas such as social studies, reading, math, and language arts. The students should be mainstreamed into other classes, such as their electives P.E., Art, Music, etc.

- Students would be offered 3-4 hours of SEI instruction and would be mainstreamed for 2-3 hours into other classes, such as math and electives, which could include P.E., Art, Music, etc.
- If a school has a large population of monolingual ELLs at one grade level, it is possible to create one grade level of ELLs. This first year class would consist of students who scored pre-emergent or emergent on the SELP.
- If a school does not have a large population of monolingual ELLs at one grade level, then it is possible to combine one or more grade levels in order to create a class. This first year class would consist of students who scored pre-emergent or emergent on the SELP. The grade span should not be too large so older students do not feel alienated from their peers.
- Class size should not exceed 15 students to one teacher and may include one paraprofessional.
- Another class would consist of children who scored basic or intermediate on the SELP. The same guidelines as stated above would apply.
- The ELL Proficiency Standards would be used to guide instruction; thus establishing a sound foundation for students to achieve immediate and long-term success in their academic careers.

**B. Exit Criteria:** Students must have a composite performance level of proficient on the SELP state assessment to indicate they are now ready for the mainstream classroom.

- This level allows the student to begin in a mainstream classroom at the Level III of the Proficiency Standards which provide the classroom teacher benchmarks to focus instruction.
- Once a child has scored proficient on the initial SELP state assessment or has completed the first year of instruction, they will be placed in a mainstream classroom.

ARS 15-752 - SEI is “not normally intended to exceed one year.”

The students should be in an SEI classroom for one year only as they will receive intensive instruction in English Language Development (ELD) and all content areas.

**C. Next Phase (if needed):** Due to very special circumstances not to be considered part of the usual program model, a small and select group of students needing additional assistance could be placed in SEI/Structured Year Two.

- Students would be offered 2 hours of SEI instruction and would be mainstreamed for the remainder of the day.
- The intensive English Language Development (ELD) would consist mainly of reading and writing. This language arts block would occur at the same time that the student's grade level peers are receiving their language arts instruction block. This ensures that the student is receiving the instruction that is needed in order to attain English proficiency while not missing instruction in any other content area or electives.
- This could be a class in the same grade level or proficiency level; the teacher would use instructional research-based methodology in SEI with a required SEI endorsement.
- Class size should not exceed 20 students to one teacher and may include one paraprofessional.
- In addition, the ELL Proficiency Standards would be used to guide instruction; thus establishing a sound foundation for students to achieve immediate and long-term success in their academic careers.
- Continued ELD will be used based on proficiency level.
- ELL Proficiency Standards will be the main vehicle for teaching English; these are aligned and linked to the Academic State Standards.
- Based upon the need of students in Structured Year Two, the class would be grouped by proficiency level and not grade level. An entire grade or grade span that was instructed with SEI from the previous year would not be in need of Structured Year Two.

**D. Mainstream Classroom:** English is emphasized all day long.

- Students that are continuing ELL year two or year three.
- Teacher will use the Arizona Academic standards, although modified, and also continue to use instructional research-based methodology in SEI with a required SEI endorsement. ELL students that have been reclassified and are considered proficient will be monitored for two years.

### **III. SEI Program Model - High School**

If the student tests below the Proficient Level on the Stanford English Language Proficiency (SELP) state assessment, the students are then placed in the SEI program, not normally intended to exceed one year. The SELP Assessment must be administered in order to place student in any SEI Program. Students would be offered 3-4 hours of SEI instruction and would be mainstreamed for 2-3 hours into other classes, such as math and electives. Based on the number of students that are intermediate level and below, the classroom designation could be created by grade level or proficiency level, which ever is best for the school.

The High School Model would follow the same criteria as the K-6 model for implementation, using the ELL Proficiency Standards to provide a comprehensive range and sequence of skills required for English language development.

After completing one year of SEI, students should be placed in a mainstream classroom, unless they are in need of another year of SEI. A student is eligible for another year of SEI if they score below the proficient level on the SELP. If a student is placed in SEI/Structured Year Two, they should be placed with students of the same proficiency level. By year three they should be placed in the mainstream classroom.

Good SEI programs provide as many opportunities as possible for students to use English in the classroom, either with peers or with the teacher. Teachers should structure classroom activities in a way that promotes continuous, active use of English. ELL Proficiency Standards guide the SEI classroom instruction to provide ample opportunities for students to use English.

#### **A. Entry Criteria:**

Students must be properly identified, using enrollment ELL questions and a Home Language Survey in order to be designated a student with Primary Home Language other than English (PHLOTE). The SELP assessment completion timeline:

##### **Board Rule R7-2-306**

- *60 days for beginning of the year students*
- *30 days for transfer students*

##### **IF receiving Title III funds:**

- *30 days for beginning of the year students*
- *2 weeks for transfer students*

**English** answered on all questions: Student is not considered PHLOTE and requires no ELL assessments.

**Language Other Than English** answered on one or more questions:

- Student is referred to school ELL coordinator and/or administrator for testing
- Student is assessed with the SELP state assessment
- Parents are notified within 30 days of assessment results
- Student is placed in an ELL program (if assessment results indicate a need)

Students must score pre-emergent, emergent, basic, or intermediate composite score on the SELP state assessment in order to be placed in a SEI classroom. There are many ways to determine the class composition for the first year of an SEI program. Daily instruction should include ELD along with other content areas, such as social studies, reading, math, and language arts. The students should be mainstreamed into other classes, such as P.E., Art, and Music.

- Students would be offered 3-4 hours of SEI instruction and would be mainstreamed for 2-3 hours into other classes, such as math and electives, which could include P.E., Art, Music, etc.
- If a school has a large population of monolingual ELLs at one grade level, it is possible to create one grade level of ELLs. This first year class would consist of students who scored pre-emergent or emergent on the SELP.
- If a school does not have a large population of monolingual ELLs at one grade level, then it is possible to combine one or more grade levels. This first year class would consist of students who scored pre-emergent or emergent on the SELP. The grade span should not be too large so older students do not feel alienated from their peers.
- Class size should not exceed 15 students to one teacher and may include one paraprofessional.
- Another class would consist of children who scored basic or intermediate on the SELP. The same guidelines as stated above would apply.
- The ELL Proficiency Standards would be used to guide instruction; thus establishing a sound foundation for students to achieve immediate and long-term success in their academic careers.

**B. Exit Criteria:** Students must have a composite performance level of proficient on the SELP state assessment to indicate they are now ready for the mainstream classroom.

- This level allows the student to begin in a mainstream classroom at the Level III of the Proficiency Standards which provide the classroom teacher benchmarks to focus instruction.
- Once a child has scored proficient on the initial SELP state assessment or has completed the first year of instruction, they will be placed in a mainstream classroom.

ARS 15-752 - SEI is “not normally intended to exceed one year.”

The students should be in an SEI classroom for one year only as they will receive intensive instruction in English Language Development (ELD) and all content areas.

**C. Next Phase (if needed):** Due to very special circumstances not to be considered part of the usual program model, a small and select group of students needing additional assistance could be placed in SEI/Structured Year Two.

- Students would be offered 2 hours of SEI instruction and would be mainstreamed for the remainder of the day.
- The intensive English Language Development would consist mainly of reading and writing. This language arts block would occur at the same time that the student's grade level peers are receiving their language arts block. This ensures that the student is receiving the instruction that is needed in order to attain English proficiency while not missing any other content area or electives.
- This could be a class in the same grade level or proficiency level; the teacher would use instructional research-based methodology in SEI with a required SEI endorsement.
- Class size should not exceed 20 students to one teacher and may include one paraprofessional.
- In addition, the ELL Proficiency Standards would be used to guide instruction; thus establishing a sound foundation for students to achieve immediate and long-term success in their academic careers.
- Some continued ELD will be used based on proficiency level.
- ELL Proficiency Standards will be the main vehicle for teaching English; these are aligned and linked to the Academic State Standards.
- Based upon the need of students in Structured Year Two, the class would be grouped by proficiency level and not grade level. An entire grade or grade span that was instructed with SEI from the previous year would not be in need of Structured Year Two.

**D. Mainstream Classroom:** English is emphasized all day long.

- Students that are continuing ELL year two or year three.
- Teacher will use the Arizona Academic standards, although modified, and also continue to use instructional research-based methodology in SEI with a required SEI endorsement. ELL students that have been reclassified and are considered proficient will be monitored for two years.

**Noncompliance will result in the interruption of state and/or federal funding.**

<b>Program Name</b>	<b>Structured English Immersion</b>	<b>Next Phase (if needed) Year Two</b>	<b>Mainstream English</b>
<b>Description</b>	Students learn the English language through modified content curriculum	Students learn content curriculum and continue their English acquisition	Students learn modified grade level content curriculum taught in English
<b>Goals</b>	1. Rapid development of English 2. Content curriculum instruction at language ability level	1. Continued English development 2. Grade appropriate content curriculum instruction	1. Grade appropriate content curriculum instruction
<b>Students Served</b>	Students scoring below the proficiency level of the SELP	Students needing additional assistance not yet scoring proficient on the SELP	Students who have scored proficient on the SELP
<b>Program Duration</b>	One year	One year if needed	K -12
<b>Special Features</b>	Required by law Prop. 203	In legal terms, this is an English language mainstream classroom	In legal terms, this is an English language mainstream classroom